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Enhancing Student Success

In my new position as dean of the Clerc Center and as president of the Conference of Educational Administrators of Schools and Programs for the Deaf, I have had opportunities to travel throughout the country and see firsthand the innovative ways educators and other professionals are helping deaf and hard of hearing students succeed. I am pleased the Clerc Center is able to support these professionals by sharing their stories

with you in the pages of this issue of *Odyssey*.

The articles in this issue explore many ideas and strategies for enhancing student success. How do you know what types of instructional strategies and materials are right for your deaf and hard of hearing students?

Joan Forney, former superintendent of the Illinois School for the Deaf, starts us off by discussing the best ways for families and schools to answer that question together. For deaf and hard of hearing students, "success" is often measured in terms of how well they read, write, and communicate.

Dr. Pamela Luft of Kent State University discusses how miscue analysis can help teachers develop individual reading plans for their students. **Dr. Petra Horn-Marsh** and

Kester Horn-Marsh of the Kansas State School for the Deaf describe how the school's Bilingual Multi-Media Room has helped their students strengthen their American Sign Language and English skills. From the Colorado School for the Deaf, **Deborah Branch** shares how families throughout Colorado have benefited from the use of Family Literacy Packs.

Success also means helping students learn about the world around them and prepare for life outside of school. **Karen Lindeman**, an itinerant teacher from rural New York, tells about bringing families of deaf children who are alone in their counties together for support and social interaction opportunities. **Cheri Sinnott** describes a behavioral intervention program at the John Powers Center in Illinois. **Cynthia Angeroth**, **Vicki Prigeon**, **Joanne Shannon**, and **Kristi Wills** illustrate how the Iowa School for the Deaf starts students down their career paths. The new Clerc Center mission includes a strong focus on students with disabilities. We were delighted to see **Dee Shuler-Woodard** from the Colorado School for the Deaf describe technology that helps very young children with disabilities interact with their environment.

We hope this issue gives you some ideas about approaches you can use with your students. We also hope these stories inspire you to share your own. Our next issue will focus on meeting individual student needs in an increasingly diverse educational environment. See page 33 for more information and details and submit your article ideas to us at odyssey@gallaudet.edu. We also welcome your comments and questions. Thank you for joining us in this issue.

—Edward Bosso
Dean, Laurent Clerc National Deaf Education Center
Gallaudet University



Robert R. Davila, President
Stephen Weiner, Provost
Edward Bosso, Dean
Danielle Yearout, Director, Public Relations, Products, and Training.
Myra Yanke, Manager, Public Relations and Publications
Susan Flanigan, Coordinator, Marketing and Public Relations,
Susan.Flanigan@gallaudet.edu

Christopher Kabusk, Graphic Designer

Catherine Valcourt-Pearce, Production Editor

Timothy Worthylake, Circulation,

Timothy.Worthylake@gallaudet.edu

ODYSSEY • Clerc Center Mission Statement

The Clerc Center, a federally funded national deaf education center, ensures that the diverse population of deaf and hard of hearing students (birth through age 21) in the nation are educated and empowered and have the linguistic competence to maximize their potential as productive and contributing members of society. This is accomplished through early access to and acquisition of language, excellence in teaching, family involvement, research, identification and implementation of best practices, collaboration, and information sharing among schools and programs across the nation.

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Odyssey is published by the Laurent Clerc National Deaf Education Center, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002-3695. Non-profit organization U.S. postage paid. *Odyssey* is distributed free of charge to members of the Clerc Center mailing list. To join the list, contact 800-526-9105 or 202-651-5340 (V/TTY); Fax: 202-651-5708; E-mail: odyssey@gallaudet.edu; Website: <http://clerccenter.gallaudet.edu>.

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Last year's popular Autism issue would not have been possible without the student models who appeared in the pages of *Odyssey*. We try to use photos submitted by authors but we also supplement those photos with candid shots taken of students on the Gallaudet University campus and across the country going through their school day. A big thank you to all the student models who help brighten every issue!

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~~stuck~~ After school is ~~worse~~. He makes it
team easily. His mom isn't happy.
She's afraid he might
get hurt. Jerry
plays ~~any~~ ^{other} way.
It ~~turns~~ ^{fake-turn} out
football is fun!
And ~~being~~ ^{begin} a
~~receiver~~ ^{rs} is easy.
Without knowing it,
he's been practicing
for years.



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ODYSSEY

LAURENT CLERC
NATIONAL DEAF
EDUCATION CENTER



Joan M. Forney holds a bachelor's degree in education of the deaf and hard of hearing and master's and specialist degrees in educational administration. She has over 40 years of experience in the field of education in early intervention through university settings. Forney is the retired superintendent of the Illinois School for the Deaf and currently serves as a curriculum consultant for the Illinois School for the Visually Impaired. She welcomes questions and comments about this article at jmforney@mchsi.com.

Right: Collaboration between families and the school enhance student success.

Photos by Clerc Center staff

partnering: teachers and parents design a plan for student success

By Joan M. Forney

When administrators, teachers, and other professionals join parents in developing meaningful goals for deaf and hard of hearing students, it is exciting, rewarding, and fun; it is also considerable work. However, the result is critical. These goals can be the key to success for deaf and hard of hearing students, especially when delineated in each child's Individualized Education Program (IEP).

Major Challenge: Filtering Information, Weighing Options

The sheer volume of information facing the parents and educators of deaf children is overwhelming. There is compliance with the No Child Left Behind Act (NCLB); there is compliance with the Individuals with Disabilities Education Act. Both laws—updated constantly—require accountability standards and documentation of student learning. In addition, the U.S. Department of Education states, “All states and schools will have challenging and clear standards of achievement and accountability for all children and effective strategies for reaching those standards” (1997). The importance of this sentiment is echoed in



The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students (2005), which was created by several professional organizations in the field of deaf education to institute improvement in the quality and nature of educational programs and services. The National Agenda affirms that “deaf and hard of hearing students are entitled to an educational program in which system-wide responsibility is clear and involves procedures for accountability, high stakes

four on a variety of learning strategies; in addition, another article provided a perspective on a model for communication practices. This single issue illustrates how sifting through the information is awe-inspiring, and the task of evaluating each in relation to the individual deaf and hard of hearing student may be overwhelming.

Each parent and teacher must ask, “Will this particular program or strategy be appropriate in assisting this child?” To select one program is, of course,

to eschew the others, and the question then becomes, “How do parents and teachers make decisions about the programs and strategies for their deaf and hard of hearing children?”

Paucity of Research

The National Agenda states, “Wide-ranging research is critical to the development of a quality, communication-driven education system for deaf and hard of hearing students” (p.37). It points out that the field of education of the deaf faces broad and unique issues—including the characteristics of hearing loss and deaf students’ communication and their impact on educational growth, small numbers of students in scattered locations, and ethnic diversity. Until sufficient

testing, assessment, and standards” (p. 25).

Plethora of Programs

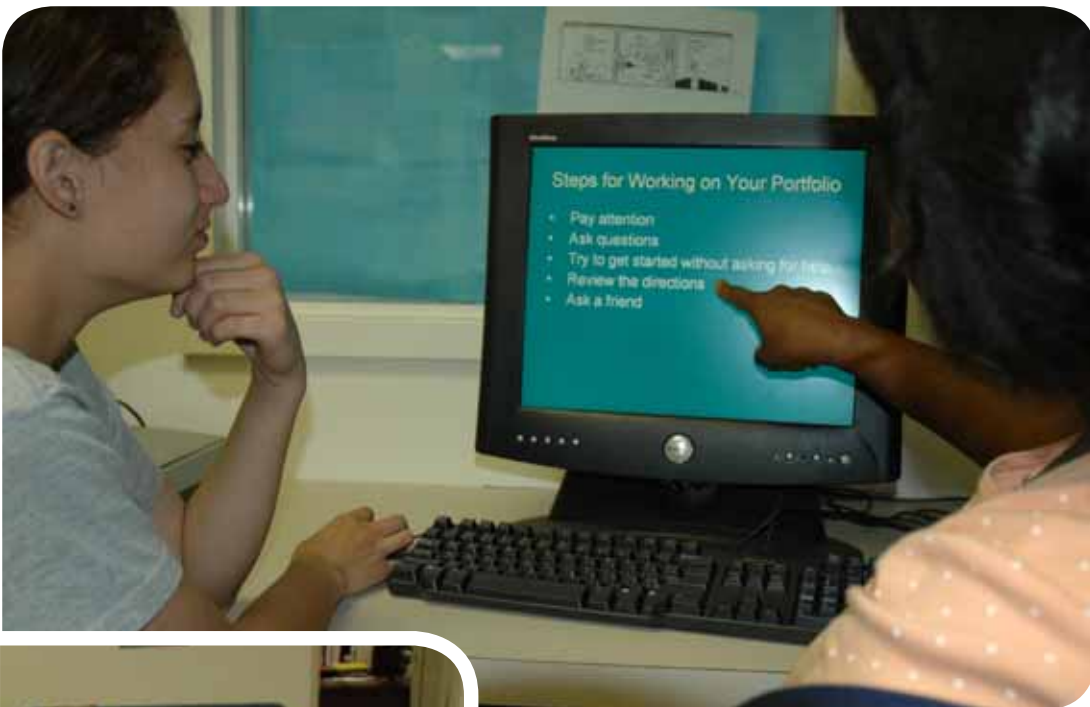
One of the challenges facing students and their parents is the plethora of programs, many of them with competing assumptions and strategies, available nationally. The fall 2003 issue of *Odyssey* outlines some of these programs, including five programs focused on phonics, four on Cued Speech, three on American Sign Language, and

research can be completed, teachers face the challenge of making decisions on what to include in the curricula based on the information available and sound educational judgments.

Opportunity of the Individualized Education Program

The IEP, a vehicle for implementing a child’s education, enables teachers to link educational goals directly to the curricula based on the state learning standards. The learning standards should be addressed specifically within the IEP.

When the team members sit down at an IEP meeting to plan the next steps for a child, they should first hold an in-depth discussion concerning the child’s strengths at school and in the home. Parents, who know their child best, have a unique and valuable perspective. Teachers should provide facts about the proposed programs they are considering to assist parents in making decisions for their children. Parents also may have a specific program or set of materials that they feel would benefit their child. The benefits of all programs suggested by team members should be discussed.



Problems should be solved as a team as IEP team members consider and choose educational practices that are results oriented, designed for children who are deaf and hard of hearing, and specifically tailored to each child. The IEP process works within the framework of NCLB, state standards, and the guidelines and goals of the U.S. Department of Education and the National Agenda. The tailored education provided in each student's IEP allows parents and teachers to develop measurable goals, objectives, and benchmarks to assure students are making adequate progress in the general education curriculum.

The IEP team can only determine the setting and curricula that meet a child's individual needs through organized and structured assessment. Ongoing assessment determines if the child's instruction results in him or her learning what was proposed. In today's educational settings, teachers use a variety of assessments—tests mandated by individual states, standardized testing such as the Stanford Achievement Test, teacher-made tests, portfolios, and a number of other strategies—to measure learning.

As part of the IEP process and quarterly progress reports, teachers communicate the child's growth to parents. An IEP team that has knowledge of the child's strengths, weaknesses, and academic performance can determine realistic goals and write an IEP that will provide the child with educational benefit. Ongoing assessment provides IEP teams with the mechanism to adjust the child's learning environment, resulting in positive outcomes and successful results and providing data collection for

evaluating interventions. Although research is limited, teachers and parents have the ability to review critical factors of various programs and to choose the programs that seem best fitted to the deaf and hard of hearing students in their care.

Working together to develop IEPs that take into account the mandates of NCLB, the National Agenda, the states' learning standards, the awareness of parents and teachers of successful strategies and programs, and, most importantly, a child's individual learning style is a daunting task. However, it can provide children with effective teaching and lead to marked educational achievement.

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Challenge for Administrators

Whether a program involves complex goals for many students through years of schooling or involves a change in strategy or use of new materials for a single student through the course of an afternoon, the work of program administrators is complex. It doesn't matter whether they function as officers at the top of an educational hierarchy, as professionals leading an IEP team, or as teachers within a single classroom; an administrator has critical factors to consider when implementing an evidence-based program in classrooms.

One critical element is to ensure that the details of implementation of any new practice are followed exactly. The new practice—or intervention—must be implemented the way it was designed because making changes may alter the effect of the intervention. A second factor they must consider is documentation—whether the collection of data shows if

the new program meets the expectations established in prior implementations. The difficult activity of tracking data in the classroom is absolutely essential. When teams work together consistently, children have the best chance of gaining in educational achievement and literacy. Meeting higher standards requires a cohesive approach. The challenge for school administrators is to:

- establish curricula based on state standards;
- review the variety of programs available based on scientific research and educationally sound criteria;
- use the IEP process to develop plans for children that meet the rigorous standards established by law;
- assess the children's academic progress;
- assure the materials meet state standards; and
- re-evaluate what is taught and streamline the curricula.

Miscues:
Figures 1, 3, and 4 show samples of how a teacher documents a student's misunderstanding of text.

By Pamela Luft

In an effort to assess their reading more fully and to develop effective instructional plans, teachers decided to use miscue analysis. Miscue analysis has been defined as a structured observation of student reading (Chaleff & Ritter, 2001) in which teachers give students interesting and challenging material and systematically note errors as they read (Goodman & Watson, 1998; Goodman, Watson, & Burke, 1987; Miller, 1995). Used since the late 1960s,

Figure 1: Text for LeRoy's Miscue Analysis



Figure 2: This chart illustrates how a teacher transfers the miscue data into a form for analysis.

LeRoy's Scored Miscue: Mr. 49er												
TEXT	MISCUE	OMISS	SUBSTITUTIONS			ADDN	REVRS	REPTN	AIDED	SIGNED	SELF-CORRECT	Comments
			Beginning	Middle	End					ENG/ASL		
Crawford, MS	FS									OK		
right	Correct									OK		Common Use Error
But	And		0.5									Makes sense
pressure	1. FS 2. SC										1	
is	it			0.5								noncentent for ASL
his	her									OK		sloppy
drops	disappear				1							
passes	pass-by-s									1		
supposed	think		0.5									mouths "think"
Fans	fan-himself									1		
a while	all			0.5								"After all" makes sense
settles	sit				1							
season	s..				1							
got	great			0.5								"he's great" makes sense
By	Past									1		
TOTALS		53	3.5	5.5	11.5	0	0	0	0	13.5	7	
Total MISCUE						87						
Percent of words correctly read by student: _____ [total words - miscues/total words] 648 - 87 = 561 / 648 = 86.57%												
Brief statement of decoding patterns:												
<ul style="list-style-type: none">• Omissions and fingerspelling patterns: 51 of 53 = FS; could improve use of context, <u>bricks</u> and <u>pressure</u> used FS to SC (bricks may have used picture)• Substitution patterns: many show strong graphophonic skills: begin/being, proud/proud; others show making sense: supposed/think, know/think<ul style="list-style-type: none">- commonly substituted female pronouns for male (she/he, her/his)• Addition, repetition, and reversal patterns: additions of pointing for he/his, 2 repetitions of single words (every, greatest = emphasis)• Teacher-aided words: none• Signed English/ASL issues and patterns: 13.5 conceptual errors that may impair comprehension: scissors/cutting class, tire circle/wheels around, take-turns/turns, before/past, pass-by/pass (ball)• Self-corrections: 7 self-corrections with 3 for small or non-content word errors (his/has, from/of)<ul style="list-style-type: none">- not clear how he decoded "pressure" from the context												
Other observations and comments:												
<ul style="list-style-type: none">• Surprising lack of recognition of football words: receiver, defender, positions, score, tackle, records, passes, touch-down signed as 2 words• Used "disappear" for both <u>drops</u> and <u>deep</u>• Would benefit from a meaning-focused approach; may be overusing word parsing and exact reading from prior Signed English instruction• Six errors made sense (in the phrase or when signing); 2 errors are commonly mis-signed (not counted off): right away = correct a-way• Surprising error with "can't" signed as "don't" or "not"• He uses spatial indexing for he/his but never set up locations in space that he used in his signing• Used a name sign throughout the story												

appropriate research-based literacy practices for deaf students regardless of the communication policies of their schools.

LeRoy— A Football Fan Text Selection

LeRoy was interested in football and talked about NFL star Jerry Rice on several occasions. For this reason a chapter about Rice's life, "Mr. 49er" from the book *Football Stars* by S. A. Kramer, was selected for his miscue analysis. The chapter's reading level is 3.9 on the Flesch-Kincaid scale. The text was copied with enough space between each line of type to note how LeRoy decoded each word. (See Figure 1.) At 648 words, the text was somewhat long; however, it was a complete story and it began while Rice was in school, a fact with which we assumed LeRoy would surely identify.

LeRoy was asked if he would be willing to read and be videotaped and he agreed. His assignment was to read "aloud and in sign" in a corner of the classroom where he was comfortable and relaxed. After he completed the reading,

the teacher used a retelling procedure to further analyze his comprehension.

Scoring

After LeRoy completed reading, the teacher marked his errors directly on her copy of the text and then transferred the information to a form based on the work of Miller (1995). (See Figure 2.) To show areas where LeRoy's signs did not reflect accurate representation of the English text this form was adapted by this author to include a new column to mark sign-related errors. LeRoy's program was based in *conceptually correct sign language*, therefore his teacher marked as correct LeRoy's translation of the English words "big," "large," and "great" into the sign *big*. Were LeRoy in a program using *English-based signs*—as he had been in the years prior to testing—he would have needed to produce initialized signing to have his translation marked correct.

The teacher evaluated LeRoy's fingerspelling according to whether or not the word was commonly fingerspelled in the Deaf community or in her classroom. If LeRoy fingerspelled

lost
A
Super Team
minutes during that during past FS basketball tournament name man name player
In the early moments of the sixth game of the 1996 NBA Finals, Scottie
Pippen found himself holding the basketball, staring into the eyes of a Seattle
Supersonics defender. He had a decision to make. "Do I dare to take a shot?"
That it was not a question the 6-foot-7 Chicago Bulls forward normally had to
answer. Finish FS good thing throw
After all, he was one of the highest-scoring players in the National
Basketball Association. But in this championship series he was playing with two
sore ankles. Earlier in the week, during two tough losses in Seattle, he had made
only 9 of 37 shots. And the ones he did make were not even his usual type of
shot: a high-flying drive to the basket. Injuries had limited him to long jump
shots, which was just what the SuperSonics wanted.
say quote say FS say FS area FS court
"I'm not going out like that," Scottie decided. Not on his home floor. Not

Results

A Reading Plan

Learn discussion about Jerry Rice's life. Then LeRoy could reread each paragraph while his teacher monitored his comprehension, including discussions of known and unknown words, sentence syntax, and understandings linked to the Know-Want-Learn chart and concept map. Discussions of sign choice would build on LeRoy's current use of beginning letters to decode words, combining this with signs that better fit the topic and context of the sentence. For example, LeRoy tended to make sign choices for English cognates that were similar at the beginning of the word, such as the sign *angry* for the English word "agree."

A first rereading focusing on meaning-making could lead to another rereading focusing on analyzing the story's structure. This story uses a consistent time sequence that LeRoy could incorporate to formulate a story "road map" or timeline of key events. Another set of strategies, based in ASL, would focus on effective use of spatial indexing

to consistently mark key persons and events. This strategy would reinforce meaning-making as well as support a stronger sense of story structure. The time-sequence strategy could be linked to other nonfiction reading.

Yanetta and Michael
More Evaluation, More Insights, More Plans

Halfway through eighth grade, Yanetta was compliant but reticent in classes, showed little interest in academics, and yet was able to converse at a high level on topics that interested her. The book chosen for Yanetta's miscue analysis, based on her personal interests, was *Scottie Pippen: His Life Story* by Peter Hurrell, the story of a basketball star. The book's reading level is a 6.8 on the Flesch-Kincaid readability scale. (See Figure 3.) Yanetta read by translating the text into ASL, a process she handled fluently. This meant that the teacher should evaluate the miscue analysis on the phrase- and sentence-level. Her score was 96.88 percent, with no scored omissions, repetitions, substitutions, or words aided, and one self-correction. The substitution columns showed no beginning-word or middle-word errors and one end-of-word error. She was marked as having 5.5 miscues in her sign choices. These included a possible misreading of "stare" for which she signed *start with*. Additional analysis of the videotape showed that she was able to accomplish this real-time translation by using sign-holds and repetitions and by pausing at English punctuation marks. During these times Yanetta was observed to scan ahead in the text. Overall, Yanetta demonstrated high levels of bilingual fluency in decoding written English into conceptually appropriate and spatially accurate ASL and her use of sign space, sign directionality, and

Figure 4: Text for Michael's Miscue Analysis

○ omission

^ addition

/ substitution

SC self-correction

Andrew Lost: On The Dog

by Judith C. Greenburg, c. 2002

Chapter One: The Atom Sucker

"Wowzer(s)" Andrew shouted. "This is the best thing I've ever invented!"

Ten-year-old Andrew Dubble parked ^{this} his new machine under a tree. The machine was as big as a doghouse. It looked like a ^{1. porcu-pin} porcupine. ^{2. SC} Skinny copper tubes ^{1. pork} poked out all over it. A fat iron pipe ^{1. took} stuck out from the front.

The machine ^{squeaked} squatted on four big springs. A ^{think electricity} thick electrical cord hung from the back like a tail.

On the fat iron pipe, Andrew had painted the words ^{atom} THE ATOM SUCKER. In smaller letters he had written THE MOST POWERFUL ^{sinker} SHRINKER IN THE UNIVERSE!

Andrew ^{dragged} dragged the plug to the back of the porch of an old white house.

Andrew's thirteen-year-old ^{cuz-in Judding Bubble} cousin Judy Dubble lived here with her parents. But nobody was home ^{in the sun} on this sunny summer day. Andrew had the field behind the house all to himself.

said *in* for "a," *look good* for "let's go," and *but* for "past."

An instructional plan for Michael would build on his good initial letter phonics skills to combine middle- and end-of-word letter sounds with a focus on text comprehension, including self-monitoring and psycholinguistic strategies that focus on syntactic substitutions (Schirmer & McGough, 2005). In addition, Michael could reread the story with his speech teacher to work on contextual correction of the five instances of missing /s/ or /z/ plural sounds and 14 instances of missing /t/ or /d/ for past tense.

Effective Assessment Means Effective Teaching

For LeRoy, Yanetta, and Michael, miscue analysis provided an opportunity for testing that was authentic, descriptive, and comprehensive. It provided

non-manual markers was extremely clear and accurate. Teachers should build links between her experiences and the information that unfolds in textbooks. These links would enhance her academic performance by reinforcing the high-level skills Yanetta applies to personal reading.

Michael, who loved to talk about spaceships and UFOs, was evaluated reading the first chapter from *Andrew Lost on the Dog* by Judith Greenburg. This chapter's reading level is a 4.1 on the Flesch-Kincaid readability scale. (See Figure 4.) As an oral student, Michael's evaluation proceeded similarly to that of hearing students except that his frequent omission of ending sounds—/s/ or /z/ for plurals and /t/ or /d/ for past tense verbs—was recognized as a possible consequence of hearing loss and, in accordance with Miller (1995), who addresses dialect and speech differences, was not counted as error.

Michael's results showed 51.5 miscues across 696 words for a score of 92.6 percent. Analysis of patterns showed 4.5 miscues for omitted words, no additions, reversals, repetitions, or words aided and 8 self-corrections. Substitutions indicated 8.5 beginning-word errors, 22.5 middle-word errors, and 16 end-of-word errors. Michael appeared to misread words by confusing them with words that were orthographically similar. Some of the confusions reflected accurate understanding of content, such as his reading of *electricity* for "electrical" and *controllor* for "controls." What concerned his teacher, however, were those confusions that were not semantically correct. For example, Michael said *skinner tub* for "skinny tube," *less* for "like," *fur* for "far," *pork* for "pocket," and *buttons* for "bottoms." In addition, he

meaningful assessment across the range of communication methods. It also allowed a choice of reading material that was flexible and student-centered, thereby allowing teachers to ensure that the reading content provided sufficient and familiar context so that it was an authentic and optimal measure of the students' abilities. Miscue analysis helped teachers understand their students' reading skills, improve their teaching strategies, and make their instruction more effective.

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The advertisement for ASLTales features a vibrant yellow background. At the top, the title "ASLTales" is written in a large, stylized purple font. Below the title is a framed photo of a woman with dark hair, identified as "Pinky Aiello, ASL Storyteller", who is shown in profile, signing. To the right of the photo is a tall, dark stone tower with a yellow conical roof. A yellow rope ladder hangs from the tower, and a small figure of a person is climbing it. Below the tower, two books are displayed: "RAPUNZEL" and "ASLTales princess and the pea". A price tag of "\$24.95" is placed between the books. At the bottom, a list of four bullet points, each preceded by a star icon, describes the offerings. The website "www.ASLTales.net/Odyssey" and the phone number "503 553 9615" are listed at the bottom right.

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Petra M. Horn-Marsh, PhD, received a BA in secondary education and history from Gallaudet University and an MA in history from Utah State University. She received her doctorate in sociology from Utah State University and completed a deaf education certification program at the University of Kansas. Horn-Marsh is a bilingual specialist at the Kansas State School for the Deaf (KSD) in Olathe. She is also an AEBPD bilingual mentor in her fifth year at KSD and an AEBPD lead mentor for CAEBER.

Kester L. Horn-Marsh, MA, received a BA in English education from Avila University. He received his master's degree in deaf education from the University of Kansas. Horn-Marsh is a high school language arts teacher at KSD. He is also an AEBPD bilingual mentor in his fifth year at KSD.

Questions and requests for workshops on the Bilingual Multi-Media Room are welcome by e-mailing Horn-Marsh at phorn@ksd.state.ks.us or Horn-Marsh at kmarsh@ksd.state.ks.us.

Right and opposite page: Students work in the Bilingual Multi-Media Room on video journals and writing projects.

bilingual students publish works in ASL and English

By Petra M. Horn-Marsh and Kester L. Horn-Marsh

The Kansas State School for the Deaf (KSD) is a bilingual school where American Sign Language (ASL) and English are used equally in the classroom and dormitory as the languages of instruction and communication. As a result, KSD has been part of bilingual education training through the Center for ASL/English Bilingual Education and Research (CAEBER) housed at Gallaudet University. The Center supplies pre-service and in-service training to teachers, schools, and universities that provide research-based bilingual education to deaf and hard of hearing students. In its eleventh year of bilingual education in-service training, KSD has successfully trained most of its personnel, including most or all classroom teachers, paraprofessional educators, school counselors, administrators, dormitory staff, the transition specialist, the audiologist, and the superintendent.

As bilingual children and teens, KSD students deal with the acquisition and learning of two languages—ASL and English. The acquisition and learning processes follow the postulates of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) set forth by Jim Cummins (1979). BICS are skills based in social language, typically acquired through conversation in the home, on the



Photos courtesy of the Kansas State School for the Deaf



in signacy, literacy, and oracy. Fingerspelling functions as one of the bridges to the acquisition and development of English (Bailes, 2001; Haptonstall-Nykaza & Schick, 2007; Padden, 2006; Padden & Ramsey, 1998).

Bilingual methodology (Baker, 2001) consists of five approaches, including:

- Purposeful Concurrent Use
- Preview/View/Review
- Language Separation
- Free and Literal Translation
- Translanguaging

Special Space to Strengthen Skills

The Bilingual Multi-Media Room (BMMR) is the place where

playground, in the cafeteria, and in other social settings. In learning these first and basic communication skills, context is readily available; as children play games and learn social etiquette, they see the connection between the topic they are discussing and the environment they are in. It takes children approximately two years to understand and talk in context-rich situations (Cummins, 1981; 1984).

The CALP skills develop later as children, approximately 4 to 7 years old, learn to effectively communicate about topics in which the context is not immediately evident (Cummins, 1981; 1984). Because KSD students are bilingual, time spent acquiring and learning ASL and English as first and second languages—following the processes implicit in BICS and CALP—becomes a central ingredient when planning lessons and activities. Presentation and application of both languages require planning to ensure that the components of bilingual methodology are appropriately followed as each language is expressed in its separate modes. For example, the modes of ASL include attending, viewing, and signing; the modes of English include reading and writing and, for some students, listening and speaking (Center for ASL/English Bilingual Education and Research, 2007; Nover, Christensen, & Cheng, 1998). Within the frameworks of signacy, literacy, and oracy, bilingual deaf and hard of hearing students develop their language abilities (Center for ASL/English Bilingual Education and Research, 2007; Nover et al., 1998). Fingerspelling, a special ability, is used daily by educators and students as a tool to increase language competency and comprehension

KSD students strengthen their academic skills in both ASL and English. In this technologically sophisticated and dedicated environment, students work on video journals and writing projects as well as videotape oral presentations. The BMMR has two areas—the viewing and recording room and the computer lab across the hall. The viewing area is complete with a 27-inch TV set and DVD/VCR player for groups and eight individual viewing stations for individuals, pairs, and small gatherings. Students view ASL poetry and handshape stories as well as works of fiction and nonfiction. They also view ASL translations of English short stories, poetry, and novels. Using shared, guided, interactive, and independent viewing strategies (Center for ASL/English Bilingual Education and Research, 2004), students develop a variety of comprehension strategies, identify the cultural values and information in ASL literature, identify

Table 1: Five Stages of ASL Storytelling

Stage One: Ponder, Observe, and Select	Stage Two: Select, Organize, and Tape	Stage Three: View, Reorganize, and Re-tape	Stage Four: View, Edit, and Re-tape	Stage Five: Record, Present, and Reflect
View examples of a specific genre	Organize students' ideas into a story	View story with class and/or partner	View 2nd draft of story	Tape final story
Select a theme	Tape their first draft	Edit	Edit focusing on mechanics	Present it to audiences
Brainstorm		Practice	Practice	Reflect upon work
Plan what students want to express in their story		Re-tape	Re-tape	

and describe story elements, and identify and describe ASL grammatical aspects, including classifiers, non-manual markers, and handshapes.

The videotaping area in the viewing and videotaping room consists of a digital camera, two VHS cameras, three backdrops, and stage lights as well as a computer with video editing capability. There is also a videophone available for students who need to do research on their presentation topics. In addition, the videotaping area has two rooms with full-length mirrors with which to practice ASL presentation techniques such as role-shifting and non-manual markers. Students participate in shared, interactive, guided, and independent signing to develop their ASL stories, poetry, and presentations (Center for ASL/English Bilingual Education and Research, 2004).

When doing their final recordings, the students wear black smocks to give a professional look to their performances. Following the ASL storytelling model (Byrne, 1997-2002), students think about their work, select and organize a topic, tape, edit, re-tape, and present their work. (See Table 1.) Draft and final presentations are filmed in the studio. Students apply what they have learned and use effective openings and closings, various genres, appropriate prosody, and sign concepts and structure. Across the hall, the computer lab has 12 computers with two communal printers as well as a 25-inch TV set with a DVD/VCR machine on wheels. Students have the option of writing their papers using traditional models of the writing process or transcribing their videos to develop their papers using the bilingual writing process (Togioka, Wolf, & Culbreath, 1994). (See Tables 2 and 3.)

From Planning to Presentation

As part of the bilingual writing process, students develop their ideas in ASL using story maps and other graphic organizers. Then they videotape themselves signing their essays and have their videotaped segments peer edited and/or edited by the teacher. Next, students and the teacher have conferences to revise and strengthen their videotaped segments before videotaping second drafts. Then students begin the actual writing of their papers in English. Before students type their final English drafts, their work will be peer edited at least once and perhaps twice and the young authors will conference with their teachers. Once the written drafts become final, the students will videotape them in ASL.

An example of the signing process involves students signing in front of a camera presenting a novel or a short story that they have read. Some apply a sandwiching technique—fingerspelling,

then signing, then fingerspelling—in their presentations to emphasize or highlight vocabulary and concepts in the story. This process helps students gain a better understanding of the story and internalize new vocabulary and concepts. In addition, the students continue to develop their academic ASL skills. Students are able to use academic ASL when they are able to:

- Use abstract sign vocabulary
- Present intelligibly in details
- Incorporate ASL grammar and syntax
- Incorporate body shifting, spatial set-up, and eye gaze
- Retell/translate in ASL what they have read
- Retell a story after viewing ASL videotapes
- Narrate a short story that has a beginning, middle, and end following the ASL discourse and genre formats
- Incorporate fingerspelled words and concepts
- Express explicitly a variety of relationships between events, involving time and using and/so/then/before/until
- Incorporate ASL aspects, non-manual markers, classifiers, and use of space
- Pose academic and personal problems
- Refer to principles to influence people
- Use different signs to say the same thing

In Class: Process Leads to Understanding

An instance of a typical high school English class using the bilingual writing process provides insight into a complex event. First, students are exposed to a genre—perhaps science fiction, fairy tales, classic novels, news, or drama—that they will study. The students then plan their ideas using a graphic organizer provided by the teacher. After viewing both acceptable and unacceptable videotaped versions of ASL presentations, the students conference one-on-one with the teacher. After the teacher approves their ideas, the students record themselves on practice videotapes; they use a teacher-developed rubric usually focused on content to give each other feedback in the viewing room and then record a second draft.

All subsequent recordings focus on signing skills. Since the students have clarified the idea for their project through developing a videotape in ASL, it is much easier for them to type a rough draft in English. Now begins the peer-editing process using the 6+1 Trait Writing (2007), a process where students prewrite, draft, respond, revise, edit, and publish following the 6+1 Trait model: ideas, organization, voice, word choice,

sentence fluency, and conventions and presentation. The co-author of this article, Kester Horn-Marsh, has classes where each student

Table 2: Traditional Writing Process

Step One: Pre-Writing	Step Two: Writing	Step Three: Revising	Step Four: Editing	Step Five: Publishing
Brainstorming	Topic & Supporting Details	Clarifying	Punctuation, capitalization, and spelling	Final copy

Table 3: Bilingual Writing Process					
Step One: ASL Brainstorming	Step Two: Glossing, Drawing, & Videotaping	Step Three: Translating (Transcribing)	Step Four: Revising	Step Five: Editing English	Step Six: Publishing
Live or Videotaped	Clarifying	ASL into English	Adding English for detailed ASL features	Punctuation, capitalization, spelling grammar, vocabulary choice	Written English version
	Adding ASL features		Checking for English equivalence to ASL meanings		Videotaped ASL version
	Video replaying				

predictor of a student's achievement in his or her second language is the amount of formal schooling the student received in his or her first language. The more grade-level schooling students received in their first language, the higher their achievement in their second language. Also, when comparably matched, bilingually schooled students outperform monolingually

has 6+1 Trait binders in which information on all six traits can be referenced when needed. He also has developed a step-by-step process of peer editing and author revision for each of the six traits. After students have edited and revised each other's papers, they must find a competent adult to edit their papers to assure that the conventions of English are followed. The final draft of each paper is printed and filed in individual portfolios or submitted to contests or literary magazines. Then an additional draft of the ASL version is recorded. This recording is viewed and evaluated by the entire class for signing skills. Using this feedback, each student wears a black smock to prepare his or her final videotape. These videos are saved and catalogued. All students have access and use them for a multitude of functions, such as previewing literature, practicing oratorical skills, studying persuasion, and focusing on ASL signing traits. During the students' senior year, they may go back and find both works in ASL and English to use in their senior portfolios.

schooled students in academic achievement in all subjects after four to seven years of dual language schooling (Thomas & Collier, 2002).

The results have been overwhelming. Student response has been very positive and students have shown steady leaps in bilingual growth. In 2006, 60 percent of students in kindergarten through eighth grades and 39 percent of students in high school met or exceeded the state standards in reading. In 2008, 86 percent of elementary students and 73 percent of secondary students met or exceeded the state standards in reading. Students from KSD have won awards in the Gallaudet National Essay, Art, and ASL Contest for Deaf and Hard of Hearing Students for the last four years. KSD students have also won almost every year in the Marie Jean Philip ASL Poetry, Storytelling, and Deaf Art Competition.

While the equipment may be expensive, the school's annual fundraiser, Dining for Educational Accessibility for the Future

A Look at Process

The process—both the ASL presentation, developed through the Five Stages of ASL Storysigning Process, and the writing process used to generate the final print document—is consistent with Cummins's Common Underlying Proficiency theory showing the interdependence of an individual's first language on his or her second language; competencies in the two languages affect each other (Baker, 2006). Second language acquisition is influenced considerably by the extent to which the first language has developed. When a first language has developed sufficiently to cope with decontextualized classroom learning, a second language may be relatively easy to acquire (Baker, 2006; Cummins, 1979; 1981).

Consistent with the findings of Thomas and Collier (2002), the strongest



Above: Students work both in front of the camera and behind it.

(DEAF), enables its purchase. Through DEAF, KSD manages to purchase appropriate educational technology to fund the BMMR as well as provide all classrooms with LCD projectors, document cameras, Smart Boards, individual white boards, TVs, VCR and DVD players, digital cameras, and other technology-based equipment.

Functioning much like a computer lab, the BMMR has provided students with opportunities to develop and refine their ASL and English skills. Available to all grade levels across the curriculum on a sign-up basis, the room provides access to the Deaf Studies curriculum or formally taught ASL classes. Any teacher or student interested



in viewing core-curriculum material in ASL may use this room. The work produced manifests the validity of Livingston's argument (1997): "The reason why reading and writing have not proved successful for the learning of subject-specific information in schools for Deaf students is due more to inappropriate ways of using reading and writing to learn than to the abilities of Deaf students" (p. 128). At KSD, reading and writing—and signing—are developed and

used appropriately to the fullest extent of the student's abilities.

For more information, visit www.ksdeaf.org and click on "Bilingual Multi-Media Room."

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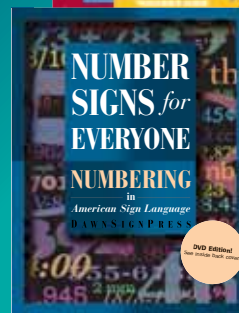
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Deborah Branch, MA, is the K-8 reading specialist and a Shared Reading Project coordinator at the Colorado School for the Deaf and the Blind (CSDB). She also coordinates the Family Literacy Pack Project and is involved in video production at CSDB. Branch welcomes questions and comments about the literacy packs at dbranch@csdb.org.

Right: Families find fun interactive activities in every Family Learning Pack.

literacy in a bag

colorado school for the deaf sends reading home

By Deborah Branch

“**M**y son is so excited every time a new pack arrives—it’s like Christmas morning!” one mom exclaimed. Families have found that the Family Literacy Packs are an effective way to become directly involved in their child’s learning and improve sign language skills. This involvement is essential because families play a vital role in promoting positive attitudes toward reading, which may in turn boost reading achievement.

To assist parents with deaf or hard of hearing children who may need help supporting their child’s learning, the Colorado School for the Deaf and the Blind developed Family Literacy Packs. These literacy packs, available to families within the state of Colorado, provide fun, interactive activities that help parents support their children’s literacy while also helping to build family connections.

Each literacy pack is a kid-friendly backpack filled with a collection of children’s books and a variety of other literacy materials, including a DVD on which a deaf storyteller

presents the material in American Sign Language, addresses vocabulary, asks questions about the story, and encourages further learning on related topics. Each literacy pack centers on a theme. There are 24 themes and four literacy packs devoted to each theme in circulation. One copy of each theme has been adapted for children who are deaf-blind, blind, or visually impaired. Spanish translations are in development.



Photo courtesy of Jeanette Mares

Families use their literacy packs in a variety of ways. Some families use them independently. Others use the literacy packs to supplement and extend the Shared Reading Project, a program sponsored by the Laurent Clerc National Deaf Education Center at Gallaudet University that promotes literacy through providing reading materials and tutors for deaf children and their families. The literacy packs have multiple benefits, including:

- Reaching families who are not able to attend school-based activities
- Providing materials for use when the time is convenient
- Supplying materials appropriate for a wide range of children's age levels
- Assuring access to high-quality literature
- Offering literacy activities that can be enjoyed by all family members
- Demonstrating sign language translation of stories
- Promoting daily interaction through books between parents and children
- Enabling families to become directly involved in their child's learning
- Reinforcing the role of the parent as the child's teacher
- Facilitating sign language acquisition by all family members

"It really gave our hearing family a wonderful perspective of deaf culture and the Deaf community," commented one respondent in the evaluation form users are asked to complete. "I liked the projects and the added interaction I get to have with my son," wrote another satisfied respondent. "I liked how everything worked together," reported a third respondent.

Literacy packs give parents the tools and structure to support their children's literacy and language development and the opportunity to share quality time with their children. They provide high-quality books and DVDs to make the stories accessible to all, encourage families to improve their sign language skills while having fun, and empower parents to teach their children.



Photo courtesy of Deborah Branch

A Closer Look: What's in a Family Literacy Pack?

One of the themes of the literacy packs is that of family. Books and materials in this pack center on the importance of family in our lives.

Books include:

- *What Grandmas Do Best/What Grandpas Do Best* by Laura Numeroff
- *What Mommies Do Best/What Daddies Do Best* by Laura Numeroff
- *Emma's Yucky Brother* by Jean Little
- *When I am Old with You* by Angela Johnson
- *I Love You the Purplest* by Barbara Joosse

Selected literacy materials include:

- Family Photo Album (including a disposable camera)
- Family brochure
- Family Sign Language Bingo Cards
- Family Tree worksheet
- Peek-a-boo House



Karen Lindeman received her associate's degree in sign language interpretation from Itasca Community College in Itasca, Minnesota, and her bachelor's degree in deaf education from the Indiana University of Pennsylvania. She is currently finishing her master's degree in curriculum and instruction from the State University of New York at Fredonia. Lindeman is currently a teacher of deaf and hard of hearing students for the Bemus Point Central School District and an adjunct faculty member at Jamestown Community College.

for information and fellowship deaf club eases isolation

By Karen Lindeman

Teachers of deaf students have similar goals, objectives, and needs. We need to meet the academic needs of our students. We need to support families as they make choices about their children's learning. We need to provide ways for our students to meet each other and experience authentic socialization. At the same time, we need to stay informed about the ever-changing fields of cochlear implants, technology, and research. However, for those of us who work in rural areas,

where deaf and hard of hearing students are scattered throughout a variety of programs across a wide geographical area, the most severe challenge we face is that of isolation. I have always worked as a rural itinerant teacher. I served six different school districts in Pennsylvania. I was the only teacher of deaf students in Northern Minnesota. I have worked as an educational interpreter. Today I am the only teacher of deaf students on staff in my district in Chautauqua County, the westernmost county in New York. In this county, each deaf or hard of hearing child not only attends a different school, but each is in a different school district. Isolation is a problem for all of us.

Getting Together The Idea

In 2007, I attended the Educational Support Services Personnel Conference in Buffalo, New York, where I talked with other teachers of deaf



Photos courtesy of Dennis and Leah Lefler

students. We expressed the same concern and the same desire: It was important to get our students and their families together. Shortly after the conference, I contacted the Optimist Club of Jamestown, New York, and discussed the need for a social group that also supported parents and professionals. The club was supportive. The Jr. Deaf Club was created. We identified three main goals:

- To provide deaf and hard of hearing children and their families with a monthly opportunity to socialize;
- To provide a support network for families
- To create a not-for-profit group to apply for financial support to enable our deaf and hard of hearing children to attend national and regional events for deaf students, e.g., summer camps, contests, the science fair at Gallaudet University, the Deaflympics, and visits to St. Mary's School for the Deaf; this group would also enable us to sponsor special events and speakers in our area



Let Them Come! The Implementation

Soon afterward we had our first meeting, and now we meet once a month. Local teachers of deaf students, interpreters, and other professionals organize the meetings. Children of all ages and with a variety of levels of hearing loss come with their families to enjoy the activities and each other. One mother of a child with bilateral cochlear implants said, "He has such a good time running around and talking back and forth [with the other kids]. I like to see him get this chance. There is no one at his school like him."

Since our group began in the summer of 2008, we have had a wide variety of events, including hotdog cookouts, playground visits, bowling games, and swimming parties. In addition, over 30 deaf and hard of hearing adults from the Jamestown, New York and Warren, Pennsylvania Social Deaf, a club that uses two town names since deaf adults travel 30 or more miles to attend, have joined

us to socialize with our students and their families. Several deaf adults have agreed to share with us their stories of growing up.

In addition to providing fun and friendly contacts for the students, the Jr. Deaf Club has benefitted parents, too, as they network with each other and the professional community. The networking is so successful that newly identified babies and families have been invited to our club by local speech therapists. These families never would have met without the group and the meetings, and the experience may prove of special value to them as their children are so very young. One mom with a 16-month-old child said, "When you have a newborn baby who is diagnosed with a hearing loss, you have to come to grips with so many questions and worries before you even get to know your baby. The Jr. Deaf Club gave us reassurance by meeting other children and families who have been simply wonderful."

Another mom noted the affirmation

that the club gave her as the mother of a deaf child. "Other people don't have a clue what it's like to live with a child that can't hear," she said. "People look at me weird for stomping on the floor or flicking a light, but it is just how I get his attention." "It was great to find people that 'get' hearing loss," agreed a third parent.

To encourage and support the parents, our group has become an affiliated member of the American Society for Deaf Children, the national organization founded in 1967 by parents of deaf children. Through partnership with this high quality organization, our families connect with other families across the United States through newsletters and conferences.

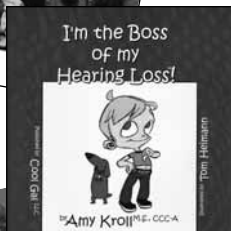
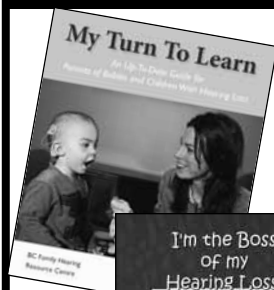
As I sit back and look around the bowling alley, the site of one of our recent gatherings, I see children clustered in one lane signing and chatting. They discuss whose turn it is, offer opinions on good bowling positions, and even dispute over their favorite ball—all without an interpreter. This authentic socialization is priceless, especially when compared to the stiff conversations they endure at school where they are only able to talk with their classmates through an interpreter. As I continue to look around, I see their parents sharing a table in the back, also in easy conversation and companionship. I overhear their

discussion, which moves from audiologists, to insurance, to hearing aids.

As I listen, I am overcome by the success of our small group. Students, parents, and teachers like me have found our Jr. Deaf Club to be a source of information, support, and fellowship. We are not isolated anymore.



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Cheri Sinnott, LCSW, is the director of the Illinois Service Resource Center, a statewide technical assistance center of the Illinois State Board of Education serving deaf and hard of hearing student behavioral needs. She is currently an adjunct faculty member in the Social Work Department at the College of Lake County. Sinnott welcomes questions and comments about this article and can be reached via e-mail at cheris@isrc.us or by phone at (847) 559-8195.

hands working together for behavioral and academic success

By Cheri Sinnott

When it is time for her class to go to gym, Mrs. Miller reminds her students of the hall walking skills they have learned and practiced. While the class is in the hall, another teacher tells Mrs. Miller that her students are demonstrating respectful, responsible, and safe behavior. One student is caught “being good” and rewarded with a slip of paper for closing a locker

that had been left open. In the John Powers Center in Vernon Hills, Illinois, when students behave well, they actually are recognized for it.

The slips of paper—or tickets—students receive when “caught doing well” are saved in individual jars or envelopes. Each time a student accumulates five tickets, a hand cutout with the student’s name is added to the line of hand cutouts in the hallway. When the line of hands reaches the end of the hall, all students in the school have a celebration, such as a pizza party, a movie with popcorn, or special time to play a game. This gives each student a stake in all the other students’ behavior. The activities are part of a program called “Positive Behavior Interventions and Supports,” or PBIS, a nationwide effort to develop school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. The John Powers Center is the



Photos courtesy of Brent Bewick

Right: Students receive “tickets” for good behavior, part of a school-wide initiative to create a positive learning environment.



Above: Each month a ticket is drawn for a Student of the Month. The school posts the individual names on a hall bulletin board for everyone to see.

personnel focus on a positive approach, students respond in a positive way. When students succeed in demonstrating appropriate behavior, there is often a noticeable change in school climate. Educational team members at the John Powers Center were surveyed prior to the implementation of this program and again at the end of one semester. Just five months after the program's implementation, the team members reported perception of a decrease in the number of disruptive incidents they saw daily. Principal Terri Nilson-Bugella said, "This program brought our school together; the teachers and the students notice the difference." Other educational team members shared similar positive comments.

At the beginning of each year a kickoff event reminds students about the various components of PBIS. For the first kickoff, a grant brought Ronald McDonald to

Illinois Service Resource Center (ISRC) demonstration site for this program in a setting for deaf and hard of hearing students. The ISRC is an Illinois State Board of Education Technical Assistance Project serving deaf and hard of hearing students' behavioral needs.

PBIS provides behavioral support for students along a continuum following the same model used to provide intervention in academics. This continuum extends to all students, with increased support for students who need it. The program has a strong visual component, specific behavioral expectations, and an understanding that students are sometimes cut off from incidental learning and need to have positive behaviors taught, modeled, prompted, and reinforced.

PBIS addresses student behavior from three perspectives: development of a system-wide approach, consistent practices, and review of data. When systems, practices, and data are connected, opportunities for student success are enhanced. As school



share information with students. The second kickoff included a luau theme. Students and staff wore Hawaiian shirts, received leis, and decorated bookmarks. At the John Powers Center, the three behavior expectations are:

- Be Respectful
- Be Responsible
- Be Safe

Next, a matrix was developed that defines what it means to be respectful, responsible, and safe in the various locations within the school, including the classroom, hallway, and cafeteria. Teachers used a set of lesson plans, called “Cool Tools,” to teach students a specific behavioral expectation each week. The Cool Tools include role plays and other activities that allow the students to learn and practice the expected behaviors. Data collection on specific behavioral incidents provides helpful feedback for the PBIS leadership team by identifying the locations, times of day, and types of behavioral incidents. Future Cool Tools can then be tailored to address these areas.



Most classes visit the store weekly. Options include reinforcements at the 10, 20, 30, 40, 50, 75, and 100 ticket levels. At the higher ticket levels, choices include lunch with the principal, lunch with a local firefighter or police officer, and the opportunity for a student to earn a movie with popcorn for the class.

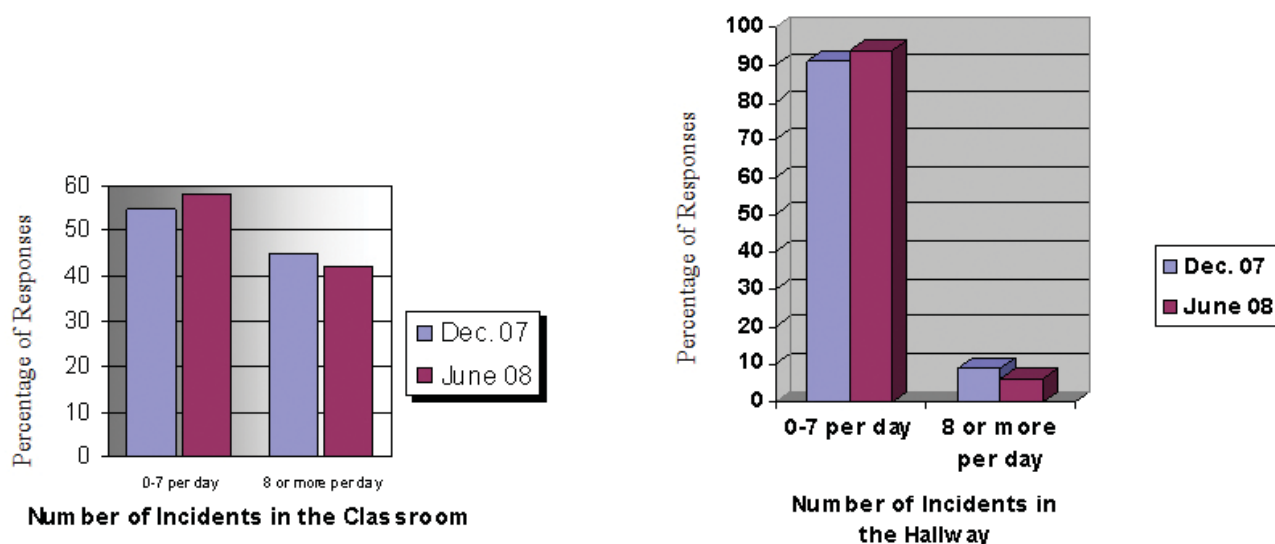
Visual reminders in the hallways and in classrooms are especially helpful for deaf and hard of hearing students. Posters read “We are Responsible,” “We are Respectful,” and “We are Safe.” The theme chosen by the school, “Hands Working Together,” is highly visible and includes a mural painted by a talented staff member. Some schools select themes connected to their school mascots and reinforce students with “Dolphin Dollars” or “Bear Bucks.”

When students are reinforced for appropriate behavior and data is collected on inappropriate behavior, teachers and other educational team members can easily identify students who face behavioral challenges. Targeted and, in some cases, Intensive Level interventions support these students. To build

Reinforcement of appropriate behavior varies by school. At the John Powers Center, teachers and other educational team members carry tickets that are passed out when they see students behaving well. Students exchange their tickets for individual reinforcements at the school store and contribute to a school-wide reinforcement that is achieved when the students reach a goal as a group. Each month a ticket is drawn to select a Student of the Month and a Staff of the Month. The names of those individuals are then featured on a bulletin board.



Staff Perception Of Problem Behavior



Educational team members perceived fewer incidents of problem behavior per day in June than they did in December, following the implementation of PBIS at John Powers Center in Illinois.

When teachers spend less time addressing behavioral concerns within the classroom, there is more time available for teaching and learning.

the capacity of educational teams to work with students who have Targeted and Intensive Level needs, the ISRC provides training for 25 behavior support teams in Illinois serving deaf and hard of hearing students. The teams come together on a quarterly basis to build skills with individual student interventions; to assess behavior including intervention plans; and to serve as behavioral coaches for educators at the local level.

At the Secondary or Targeted Level, some students are identified as needing social skills training while others benefit from a Check In/Check Out intervention. Students participating in this intervention have their behavior monitored and recorded on a checklist at various intervals throughout the day. Their behavior is rated during each time interval and they receive specific and immediate feedback.

Some students exhibit Intensive Level needs that extend beyond the school day. The ISRC provides support for those students' family members, educators, and community members. Teams

assess the students' strengths and needs and look for potential supports in the home, school, and community. For example, one student was sharing a bed with her mother because she did not have her own mattress. The IRSC secured a donated mattress and the student was able to sleep on her own.

When teachers spend less time addressing behavioral concerns within the classroom, there is more time available for teaching and learning. As a result, schools that implement PBIS often find that students' academic performance improves as teachers are able to return to teaching academics (Simonsen, Sugai, and Negron, 2008).

For more information, visit www.pbis.org and/ or www.pbisillinois.org. You may also contact the ISRC at (847) 559-8195.

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Cynthia Angeroth, MS, received her bachelor's degree in public relations and journalism from Northwest Missouri State University in Maryville and her master's degree in occupational therapy from the University of South Dakota in Vermillion. She has been an outreach coordinator at the Iowa School for the Deaf (ISD) since 1999. Questions and comments about this article are welcome and Angeroth will direct them to the individuals involved in ISD's transition program. She can be reached at cangeroth@iowaschoolfortheblind.org.

Contributors:
Vicki Prigeon, MS, **Joanne Shannon**, BS, and **Kristi Wills**, MA, contributed to this article. Prigeon and Shannon teach transition and Wills, a certified work experience coordinator, is a 4PLUS teacher at ISD.

transition program pays off

iowa students learn to search for, find, and keep jobs

By Cynthia Angeroth

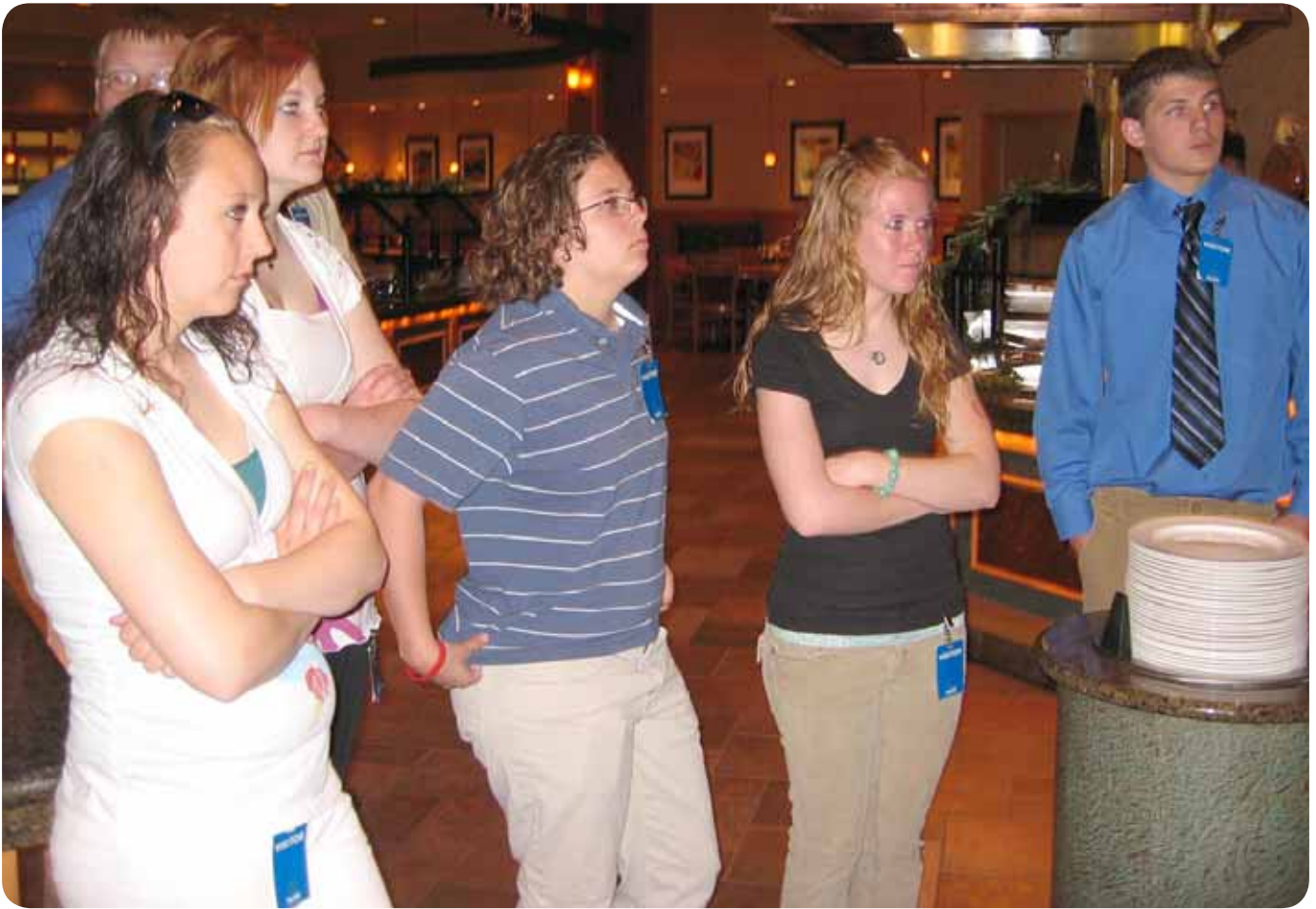
There is only a slim chance that one of Joanne Shannon's high school students will one day play professional football but, occasionally, that's the reply she gets when she asks students what they plan to do after graduation.

"It's easy for students to live in a fantasy world and think the sky is the limit, but the reality is that even getting that first job takes a lot of hard work," says Shannon, who co-teaches personal and career development (PCD) classes at the Iowa School for the Deaf (ISD). PCD classes, which began in the fall of 2005, are required for the school's ninth through twelfth graders. The goal is to ease transition from school to work and independent life. Under the leadership of Shannon and co-teacher Vicki Prigeon, the classes cover skill development in self-advocacy, finances, working with interpreters, social interaction, and independent living.

"We see a lot of changes in the students as they progress through the classes," Shannon said. "They will change their minds a million times about what kind of careers they want, but by the time they are juniors and seniors they no longer say they will be professional football players. Their plans become realistic



Photos courtesy of the Iowa School for the Deaf



Above: Students participate in career building activities.

and relevant to each of their capacities.”

Turning the realities of employment into positive experiences is part of the class emphasis. “If students are equally qualified, they need to know how to be determined about positions they can fill, and they have to learn to pursue those positions in a determined and respectful manner,” said Shannon.

During class, students focus on strengths and skills related to work. They recognize their workplace strengths through various class exercises and skill inventories. They discuss the finer points of interviewing. However, nothing quite prepares students for the ambush interview day. Without warning, students expecting to settle in for their daily hour of lecture and discussion are instead greeted at the classroom door and told to complete real applications for mock interviews. The process is observed by Shannon and Prigeon, who evaluate everything from

the students’ stance and posture when filling out paperwork, to their eye contact and body language, to how they respond to interview questions.

After the mock interview, one student admitted she often didn’t know what to answer and even when she knew what to answer, she couldn’t respond with sufficient swiftness. “That’s okay,” Shannon told her. “We can talk about interviewing,” she added. “But unless you practice, you won’t understand where

your strong and weak areas are when you present yourself.”

While teachers make sure students feel there’s always support in their corner, they do not sugarcoat their

observations. Prigeon and Shannon pepper their critique with frank comments geared to improving their students’ future performances. “During the interview, you said you were fired from the grocery store,” Prigeon reminded an ISD junior. “When

“...unless you practice, you won’t understand where your strong and weak areas are when you present yourself.”

they asked you why, you said because you didn't like your job—that's not a good enough answer. If you were the person asking the questions, what would you think if someone answered that way?" Prigeon waited as the student shrugged his shoulders. "Tell what you learned from getting fired," she urged him. "Say that it won't happen again."

Prigeon and Shannon emphasize that the students must educate prospective employers and coworkers about how best to communicate with them. "It'll be up to me to tell [my employers] that I have to see their mouths when they talk, and that I can't focus on a conversation unless just one person speaks at a time," said an ISD senior. "I'll have to remind them because they'll probably forget." Remembering the mock interview, the senior added, "I'll ask them to stand in special places, let them know how to get my attention, and tell them that for me, if they stand in front of a bright window and talk, I probably won't get it."

Real Students Meet the Real World

The program doesn't just educate students within the confines of the ISD campus. There is strong emphasis on taking the students into the community. "It's not enough for students to remain in class and discuss what they should do for successful job searching," explained Prigeon. "After some preparation, we put the students in real outside environments with professionals who don't sign. We don't expect flawless experiences, but we do expect students to learn lessons for life in each situation."

The ISD students head off campus for simple tasks, such as obtaining job applications from area businesses, and more complicated tasks, such as undergoing mock interviews with unfamiliar members of the public. Of all the tasks the students must accomplish for the course, the interviews present the toughest challenge, explained Shannon.

Of course there's a huge distance between wanting a job and getting the interview, and another considerable gap between the interview and the job offer. "Impress, impress, impress" is what

we're always stressing to students," said Prigeon. "The students have 30 seconds to put their best aspects on the line, and when they have to convince an employer that communication won't be a problem, they can't chance anything."

Initially students sometimes try to justify wearing flip-flops and jeans to "just get an application"; however, by the time they finish the course, students know professional attire is expected whether they are working, picking up an application, attending job fairs, shadowing employees, or practicing interviews with



Above: The students do a team building activity at the Iowa School for the Deaf.

campus staff. "They are applying what they learn in class," said Shannon. "Our older students know we expect professional dress, pleasant attitudes, and timely thank you notes."

In addition to the skills directly related to getting and keeping work, ISD's PCD classes assure students learn independent life skills—some of which come as a shock to young people who have lived primarily in the care of their parents. "So I have to pay the whole rent, even if my roommate just decides to move out?" asked a student in disbelief. Further discussion focuses on tenant/landlord laws, researching utility deposits, and the costs of living independently. "It is an eye-opening experience for our students," said Prigeon.

This fall, the senior PCD class met with a realtor and toured several houses on the market. The students also took a trip to the county courthouse and saw where people pay property taxes.

"Our goal was for them to know how to use each department in the building," said Prigeon. But the trip had an unexpected bonus: "They were asking what kinds of jobs were available for them that they could realistically do," said Shannon. "They are thinking about their futures, about what they will be doing."

In Line to Succeed

Already the program has chalked up success. One of the most timid students in the 2008 senior class landed a position in a discount clothing store. Last summer, a student who had just finished his junior year got a job at a nationally franchised restaurant in his hometown. "I knew how to dress when getting the application, what to write, and how to get an interpreter," he said. "I felt confident when I explained why they should hire me." He worked up to 32 hours a week until school started in September, and he fills in when he is home on breaks.

"So much of what we do in this country is tied to our work," said Prigeon. "Where we live depends on where we work. What we drive is

tied to what we do. The thread of work runs through just about every aspect of daily living. ISD grads know it's going to be tough for them out there." She smiled. "And they'll be ready."



4PLUS = Lots More

The Iowa School for the Deaf (ISD) opened 4PLUS, a program to help its deaf and hard of hearing graduates succeed in living and working independently, in 2006. 4PLUS, an acronym for Post-secondary Learning for Ultimate Success, provides a full array of services—from job shadowing and job placement, to enrolling in college, to one-on-one tutoring. To enter 4PLUS, a student must have completed his or her high school credits but not yet graduated; graduation is contingent on completing the 4PLUS program, which usually continues for two years or until the student turns 21 years old. Eligibility for the program is documented as a need in his or her Individualized Education Program.

Students enrolling in the work-only part of the program must be able to work independently. Students who enroll in college have their tuition paid by their home school district and their room, board, one-on-one services, and transportation financed by ISD. Although originally designed for ISD's senior students, the program does accept mainstream students who have not previously been enrolled at ISD. Currently, the 13 students who have been through the 4PLUS program have experienced most of their high school years at ISD. Those who pursue jobs (rather than college) average 16 hours a week on the job. Jobs have included retail, parcel delivery, and restaurants; students sort clothing, bus tables, assist at a carpentry warehouse, and work in

an animal shelter. Those pursuing college degrees average 10 to 12 credits per semester in the community colleges (participants can enroll at one of two local schools). Their fields of study include education, building trades, and architecture. Some students are enrolled in college while also holding part-time jobs.

Kristi Wills has been teaching with the program since its beginning. She recalled a crisis early in the first fall when a student's classes were about to be canceled. "It was due to a simple miscommunication," she said. "If 4PLUS hadn't been there, the student would have dropped out of college because she didn't understand how to work with the registrar."

Wills and co-teacher Wendy Rustad help students apply for college, provide tutoring, and teach lessons in life skills. "Most college freshmen are stressed and overwhelmed at first. Throw in the factor of difficulty with communication and it can cause them to quit school."

For more information about the 4PLUS program, contact Wills or Rustad at kwills@iowaschoolforthe deaf.org or wrustad@iowaschoolforthe deaf.org.

- Cynthia Angerth

Dee Shuler-Woodard, MS, CCC/SLP, is a speech pathologist and is currently employed through the Colorado School for the Deaf and the Blind as a Colorado hearing resource coordinator. She lives in the mountains of Colorado providing services to children who are deaf and hard of hearing from newborn to age 3. Shuler-Woodard is also the statewide augmentative communication consultant for the Colorado Home Intervention Program.

technology— and colorado early education staff

—helping deaf and hard of hearing
children with disabilities

By Dee Shuler-Woodard

The youngest deaf and hard of hearing children with disabilities in Colorado can now participate more fully in the world around them thanks to funding from grants solicited through the Early Education Department at the Colorado School for the Deaf and the Blind. The grants enable the children, from birth to age 3, to overcome their physical limitations by adapting their environment to support their ability to participate actively in their daily home activities. This may include the ability to play successfully with toys and other children, to communicate needs and ideas, to make choices, and to move independently and participate in family life. Through technologically sophisticated kits and trained professionals, these children are able to turn on the TV, make milkshakes, play tapes, and activate bubble machines.

Below: Children enjoy hands-on learning.

Photo by Clerc Center staff



The Technology

The kits are called “Quick Start Environmental Kits” and they contain everything needed to start using augmentative assistive communication in a child’s home. Each kit has a Powerlink® 3 control unit that gives a child the ability to activate and control many common home electric appliances, such as toys, lamps, blenders, and other devices. The child uses special switches called jelly bean switches, connected to the Powerlink® control unit, to control the toys or appliances. The switches are large, colorful, and require very little pressure to activate, allowing children with disabilities to manipulate them more easily. The kits also contain battery interrupters that allow the child to control battery-powered toys with a jelly bean switch.

Some kits also contain an additional tool, appropriate only for some children, called the Big Mac. Big Macs are speech generating devices that hold approximately two minutes of a pre-recorded message. These can include asking a family member for a kiss, a hug, a tickle, or any activity that would include the child. The goal is to have the child initiate the interaction versus being a passive participant in family life.

Support from the Colorado Early Education Staff

Kits were purchased for each Colorado hearing resource coordinator in the 10 regions of Colorado providing early intervention services through the Colorado School for the Deaf and the Blind. The coordinators attained training from an augmentative assistive communication (AAC) consultant in order to use the kits with children in the Colorado Home Intervention Program. To date, 12 children and their families have participated in the AAC consultant evaluations. Each family has continued to use the loaned devices and many have sought to purchase devices for their own permanent use.

Success at Home and at School

Each family experienced positive changes using the kit during the one-hour evaluation. In one instance, a young nonverbal boy used a Big Mac device to get his father and brother's attention so they would come over and tickle him. The interactions, smiles, tears, and giggles between the family members were priceless.

The kits have proved to be effective in facilitating the transition between home-based services and school as well. In another part of Colorado, a young boy turned 3 and he began receiving Part B services in the school system. He had been using the AAC devices in his home effectively enough that the school was able to accommodate his needs and adjust his curriculum to maximize his learning potential through switch use. This is a beautiful example of collaboration, teamwork, and expanding the use of technology in a child's life from home to school.

Over time, as children and their families become familiar with using this technology, they become more confident and enjoy increased opportunities for school success. They understand the cause and effect of switch use and how to use the switches and devices to access their environment successfully and independently. Familiarity with these devices also fosters family awareness of additional devices that may be appropriate for their child.

The Kennedy Trust Fund grant program is an outreach activity of the Colorado School for the Deaf and the Blind (CSDB), available for school districts and non-profit organizations throughout Colorado. This program was funded through the initiative of CSDB early childhood educators who applied for a Kennedy grant that was awarded for the 2007-2008 school year. This first grant supported the purchase of the kits and initial training for the coordinators. The second grant, also a Kennedy grant, was awarded for the 2008-2009 school year and allowed for additional in-depth training of the coordinators and family consultations with the augmentative assistive communication consultant.



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Seeking Submissions for Next Issue of *Odyssey*

From across the nation, you sent us stories about strategies and tools that enhance student success for this issue of *Odyssey*. We couldn't pass up another chance to share approaches that support student achievement. This time we are focusing on ways to meet the diverse needs of students who are deaf and hard of hearing. Classrooms are becoming more academically diverse, containing students representing multiple cultures with a range of ability levels and from varied experiential backgrounds. Deaf and hard of hearing students also have varying levels of fluency in American Sign Language, English (written and spoken), and the languages used in their homes.

For the next issue of *Odyssey*, we would like you to submit articles and share with the nation how you meet all your deaf and hard of hearing students' individual needs when they are in larger groups of students, both in the classroom and out. For example:

- The alternative assessments your school uses to track the progress of deaf and hard of hearing students with severe disabilities
- How you differentiated the curriculum to meet a spectrum of needs within a single classroom

We welcome any submissions that share successful strategies for supporting the diverse needs of students who are deaf and hard of hearing. E-mail your ideas to odyssey@gallaudet.edu by September 1, 2009; fully developed articles are due October 1, 2009. We also welcome shorter news articles about programs, activities, or educators and other professionals who have had an impact on deaf and hard of hearing students. Contact us via e-mail at any time with questions or to discuss your ideas.

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Optimist Club Contest Builds Self-Esteem and Literacy Skills

By Susan M. Flanigan

Some people have a strong vision of their future at a young age. Johanna Cruz, a sixth grader at Kendall Demonstration Elementary School (KDES), is one of them. Standing on the stage at the Optimist Club Communication Contest for the Deaf and Hard of Hearing, Cruz shared with the audience her life's dream of becoming a teacher.

Responding to the contest theme, "For Me, Optimism is...", Cruz described herself as optimistic that as a teacher she could make a difference by helping children prepare to enter the adult world. "I do not want to wait till I am 18 years old. I don't want to wait until I am done with high school to decide what I want to become. If I start now I can be more prepared and get a head start on my future goals," she said. Cruz won the Optimist Sunrise Club from the Alexandria, Virginia Chapter and received a medallion and a \$100 savings bond.

Cruz and fellow KDES student Diego Trejo went on to compete in the Virginia statewide competition (which includes the District of Columbia). Trejo, a seventh grader, won and received a \$1,500 scholarship for the college of his choice from the Cap-VA 01 District of Optimist International. Trejo's presentation focused on how for him optimism is "... more

than a word. It is something that can influence people...." He shared with the audience the importance of changing one's views to look on the bright side. "I like it when I have friends who try to cheer me up with funny and positive thoughts," he said.

Preparing for the Contest

Participation in the Optimist

Club's annual contest is a great way to build a student's self-esteem and literacy skills. For 14 years, KDES teacher Elizabeth Hall has coached students to success, including eight first prize scholarship winners. Hall believes the contest turns novice students into confident presenters who impress judges with their poise and self-expression.

The students at KDES work



Above: Optimist Club winners and KDES students Diego Trejo and Johanna Cruz pose with their coach, Elizabeth Hall.

Photo by Susan Flanigan

on their essays individually with the support of Hall and ASL specialists. They first plan out their essays in ASL and then draft them in English. Hall and the students spend a great deal of time together practicing after school. They pay special attention to developing a dynamic opening and trying to finish with a memorable conclusion. Students practice each part of the stage presentation, from how to make a stage entrance to their final bow. The ASL specialists teach the proper use of ASL classifiers, facial expression, and body language. Students rehearse their complete presentations before

mock audiences.

"Our students benefit in so many ways. They improve their ASL, presentation, and English literacy skills," said Hall. Since the contest is offered annually, many students learn the value of persistence as they return to the competition seeking another chance at the prize. "I remember one student who entered the contest four or five times," said Hall. "He met with the previous winners to find out tips on how to make his presentation better. When he finally won a scholarship, he felt great. He smiled wryly and said, 'It's about time I won.'"

Optimist Club Contest for Deaf and Hard of Hearing Students

The Optimist Club contest gives young deaf and hard of hearing students from third to eighth grade an opportunity to present their thoughts on a pre-arranged contest theme in a public forum. Students make a four- to five-minute presentation before a panel of judges and a large audience. The contestants are scored on their stage presence, content of the speech, delivery and presentation, and overall effectiveness. Students can make their presentations using American Sign Language, Cued Speech, or spoken English. The Optimist Club hosts competitions in the United States and Canada.

To find out more about the Optimist Club contest, visit <http://www.enotes.com/scholarships-loans/optimist-international-foundation#startofreplay>.



On-line Webzine for Deaf and Hard of Hearing Teens Welcomes Contributors

Student host Sergio Duran welcomes readers to each new edition of the Clerc Center's monthly webzine, *World Around You* (WAY), with a brief video clip with highlights from the current month. Each issue brings teens and their teachers stories about deaf culture, personalities, events, sports, contest information, and world news. Readers find inspiring stories about deaf and hard of hearing teens and adults, from celebrity names in entertainment and sports to stories of ordinary people doing remarkable things. Best of all, this webzine, published from September through May, is available for FREE!

Teachers can find stories to launch great class discussions and to inspire students to read about deaf role models and see how they have chosen a wide variety of successful career paths. WAY

also offers a teacher resource section on the webzine's home page.

"We hope WAY inspires students to learn, think, and reach for the stars in everything they do," said editor Timothy Worthylake. "WAY welcomes contributions of stories and photos from its readers. If your students think they have a great idea for a WAY article, encourage them to e-mail us at WorldAroundYou@gallaudet.edu."

WAY also co-sponsors the annual Gallaudet National Essay, Art, and ASL Contest for Deaf and Hard of Hearing Students. The contest is open to both elementary and high school students ages 9-19.

To view the current issue of WAY or to subscribe, visit <http://clerccenter.gallaudet.edu/WorldAroundYou>.

MSSD Dance Concert Brings Together Deaf and Hearing Dance Communities for “Jive Afrique”

By Susan M. Flanigan

This year's winter dance concert, *Jive Afrique*, brought together deaf and hearing dancers from diverse backgrounds and cultures for a memorable performance. *Jive Afrique* featured a mélange of dances and drum music from East and West Africa, the Caribbean, and the United States. The MSSD dancers performed with guest companies: National Deaf Dance Theatre, Eleanor Roosevelt Dance Company, ALAFIA Dance and Drum Company, The Khamla Ensemble, Antoine Hunter, New York All Star Bboys, Chaos in Motion, the Wild Zappers, Taratibu Youth Association, and the

KanKouran West African Dance Company.

MSSD's performing arts specialist and concert director Yola Rozynek created a winter dance concert that assembled a cast of professionals and amateurs, companies from schools and community dance groups, and brought together deaf and hearing choreographers, students, and musicians. “Deaf and hearing

dancers benefit from exposure to each other's work in a variety of dance styles which is why we bring them all together at our annual winter dance concert,” said Rozynek. The participants use a variety of communication styles—signing, voice, gesturing, and writing.

Adrian Cantrell Saylor, an MSSD sophomore, described his experience participating

in the concert. “This concert is the first time I have worked with hearing dancers and choreographers. With some of the hearing dancers I used gestures, and many of those dancers learned some basic signs that we used to communicate during rehearsal—*begin, stop, freeze, finish, practice, warm up*. At one point, I even wrote on the mirror backstage to illustrate how we count out the beat. We also showed them how at MSSD we use colored lights in the wings for cues of when to come on and off stage. It was really cool to work with so many talented dancers and to learn all those different dance styles.”



Above: Adrian Cantrell Saylor, far left, and fellow dancers.



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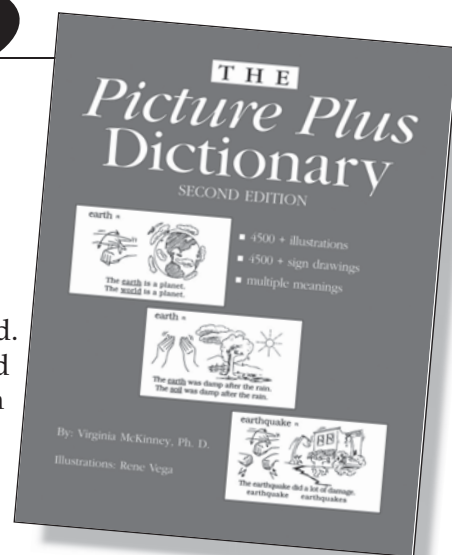
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Clerc Center Athletic Director Mark Burke Receives Multiple Honors

By Susan M. Flanigan and David Tossman

Odysey congratulates Mark Burke, the Clerc Center's athletic director and football coach, on a great year filled with many distinguished

Deaf (MSSD) football team to a 7-3 record and the Capital Area Football Conference championship. Every week during the season, the Redskins select one area high

school head coach as Coach of the Week based on the coach's continuing commitment to promoting youth football and developing motivated student-athletes, as well as overall community involvement and team performance.

In recognition of his leadership,

Burke was selected to coach the Washington, D.C. Coaches Association all-star high school football game featuring football players from 20 different high schools in the district, including MSSD. Three players from MSSD

played on the team for Burke. "All three MSSD football players at the game were thrilled to test their skills against the finest football players in the city," said Burke. "They did a great job and it was an honor to coach them in what was their final high school football game."

As the athletic director at the Clerc Center, Burke is responsible for the athletic programs at both MSSD and Kendall Demonstration Elementary School (KDES). This year several other athletic teams at the Clerc Center also achieved great honors. The MSSD girls basketball team won the Clerc Classic IX National Deaf Prep Basketball Tournament against many strong competitors. Three players from that team—Eboni Love-Peel, Tiffany Narciso, and Johanna Arrigo, as well as head coach Amy Mowl—were selected to represent the east squad in the girls national deaf high school all-star game in California. A

player from the MSSD boys team, Anthony Palmer, was selected to play in the boys all-star game. Also at MSSD, two wrestlers, Miracle Amasiatu and Eric Klockowski, won the DC City Championship in their weight class and qualified for the private and independent school nationals at Lehigh University. Last but not least, the KDES girls basketball team won the Sixth Annual Tri-State Middle School Basketball Tournament for the first time in school history!

In recognition of their accomplishments this year as two of the best teams in Washington, D.C., the MSSD football team and the MSSD girls basketball team were among teams from seven schools honored by the mayor of Washington, D.C., Adrian Fenty, at the Capital Athletics Association's Breakfast of Champions. Also honoring the team at the breakfast were Rep. Eleanor Holmes Norton (D-D.C.) and retired National Basketball Association star

Dave Bing, who gave an inspirational speech at the breakfast encouraging all the student-athletes in attendance to take their academics as seriously as their athletics.

Burke sums up his coaching philosophy this way: "I tell my coaches to coach the way they want to be coached."

Congratulations, Coach Burke, Eagles, and Wildcats!



Above: Coach Burke after a victory.

honors. This year Burke was named Washington Redskins Coach of the Week, Capital Area Football Conference Coach of the Year, and coach for the Washington, D.C. Coaches Association all-star high school football game.

"I am honored to receive these awards. It would not have been possible without so many people who believed in me and encouraged me throughout my life. From them, I have learned that the best way to teach and coach is to be supportive and enthusiastic, and to treat everyone with respect."

Burke, who was the first deaf coach to be honored by the Redskins, led the Model Secondary School for the



Above: MSSD teams at the Breakfast of Champions.

Photo by Susan Flanigan



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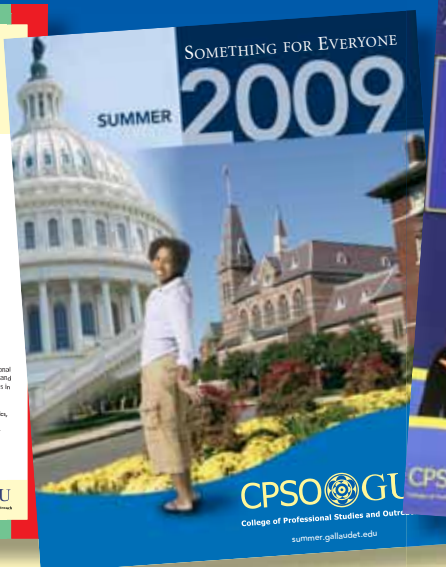
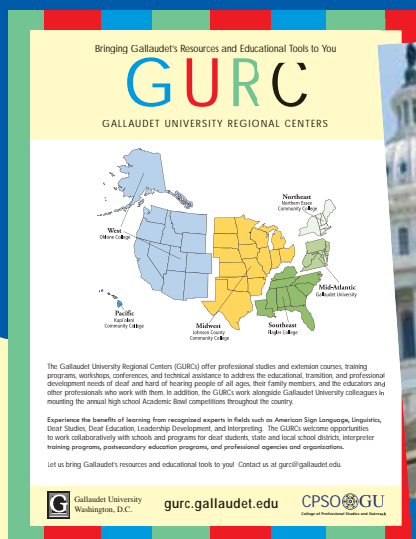
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Deaf and Hard of Hearing in Government 2009 National Training Conference, Washington, D.C. To be held at the Gallaudet University Kellogg Conference Hotel. For more information: www.dhhig.info/nfc/2009/.

May 21-24

Canadian Hard of Hearing Association Conference: "Technology: The Gateway to Hearing Life," St. John's, NL. To be held at The Fairmont Newfoundland. For more information: www.chha.ca/index2.php.

June 19

Family Learning Vacation—Adolescent Sexuality Education: "You Can Talk About It, Too," Austin, Tex. To be held at the Texas School for the Deaf. For more information: <http://clerccenter.gallaudet.edu>.

June 19-28

10th Biennial Deaf Seniors of America Conference: "Entertainment and Enrichment—The Highway to Learning," Las Vegas, Nev. To be held at the Paris Las Vegas Hotel & Casino. For more information: <http://dsa2009.us/>.

June 21-23

National Deaf Athletic Directors Conference (NDADC), Washington, D.C. To be held at the Model Secondary School for the Deaf. For more information: <http://www.regonline.com/builder/site/default.aspx?EventID=683285>.

June 22-26

2009 Council of American Instructors of the Deaf (CAID) Conference, Washington, D.C. Co-hosted by CAID and the Laurent Clerc National Deaf Education Center. Pre-conference workshops are available for June 22 and 23. For more information: <http://www.caidconference.org/>.

June 24-28

American Society for Deaf Children (ASDC) National Conference: "Blazing New Trails," Sulphur, Okla. To be held at the Oklahoma School for the Deaf. For more information: www.deafchildren.org/convention.aspx.

June 28-July 10

Family Learning Vacation—Fine Tuning the Family System for Parents with Deaf Children, Brooklyn, Mich. To be held at the Family Village. For more information: <http://clerccenter.gallaudet.edu>.

August 3-5

Language and Literacy Institute, Columbus, Ohio. To be held at the Columbus School for the Deaf. For more information: <http://clerccenter.gallaudet.edu>.

September 25-26

Sharing Books Using ASL and Deaf Cultural Literacy Practices: Preschool-Grade 8. To be held in New England. For more information: <http://clerccenter.gallaudet.edu>.

October 29-November 1

2009 American Sign Language Teachers Association Conference (ASLTA)--5th National Professional Development, Phoenix, Ariz. To be held at the Arizona Biltmore Resort & Spa. For more information: www.aslta.org.

CAID Pre-Conference Workshops Available—Register Now!

The 2009 Council of American Instructors of the Deaf (CAID) Conference, co-hosted by CAID and the Laurent Clerc National Deaf Education Center, will take place from June 22-26 on the Gallaudet University campus in Washington, D.C. Pre-conference workshops are available for June 22 and 23. These workshops are FREE for individuals attending the CAID conference but open to all. Space is limited and available on a first-come first-serve basis. Individuals must be registered for pre-conference sessions prior to arriving on site for the conference. All of the workshops below offer CEUs.

See the Sound: Visual Phonics June 22 and 23 (two days), \$75

For Teachers, Speech-Language Pathologists, and Reading Specialists

This workshop focuses on a system that utilizes a combination of tactile, kinesthetic, visual, and auditory feedback to assist in developing phonemic awareness, speech production, and reading skills with children who are deaf or hard of hearing.

Sharing Books Using ASL and Deaf Cultural Literacy Practices: Preschool-Grade 8 June 22 and 23 (two days), \$75

For Teachers, Librarians, Aides, Daycare Providers, Interpreters, Future Teachers, and Parents

This workshop focuses on how to share books using American Sign Language (ASL) and deaf cultural literacy practices with young deaf and hard of hearing students.

Going with the Resistance: A Paradoxical Approach to Power Struggles with Teens June 23 (full day), \$50

For Teachers, Dorm Staff, Mental Health Professionals, and Parents

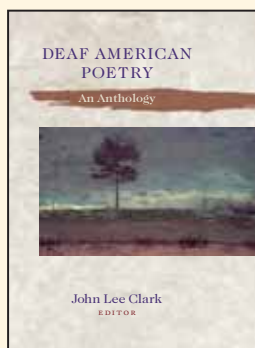
This workshop takes a close look at power struggles between deaf adolescents and adults and identifies some creative and unorthodox techniques that promote cooperation. This workshop also offers CEUs from the National Board of Counselor Certification.

American Sign Language, English, and Math: How Does It All Jive? June 23 (half day), \$25

For Teachers, Aides, Daycare Providers, Educational Interpreters, Future Teachers, and Parents

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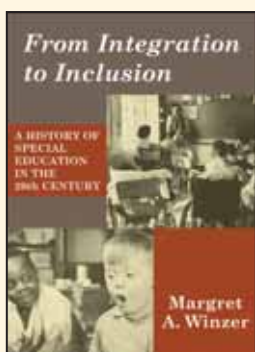
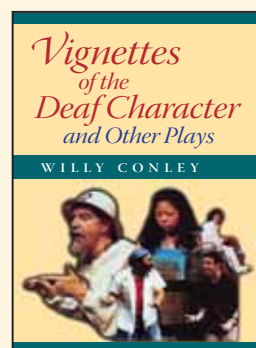
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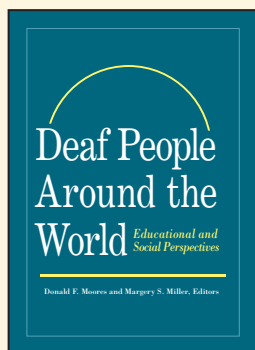
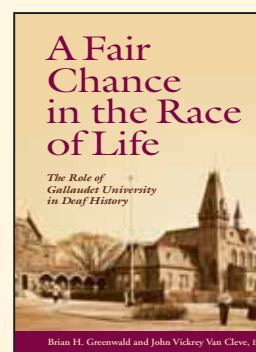
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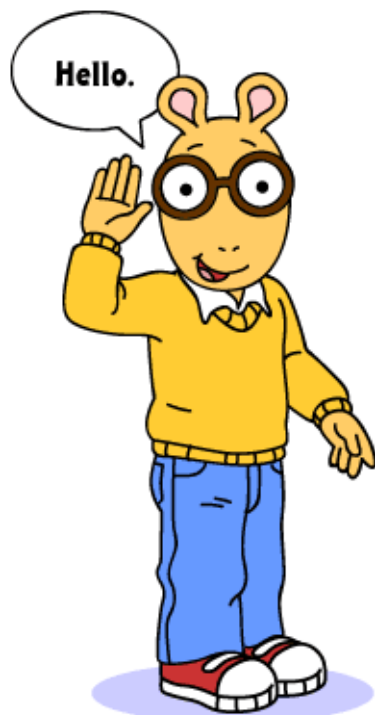
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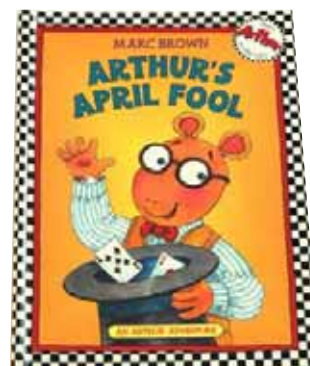
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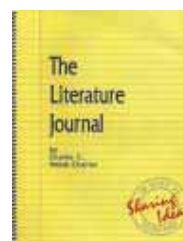
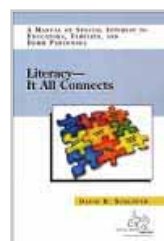
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